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64TH CONGRESS, 1st Session. } HOUSE OF REPRESENTATIVES. { REPORT No. 181.

VOCATIONAL EDUCATION.

FEBRUARY 12, 1916.—Committed to the Committee of the Whole House on the state of the Union and ordered to be printed.

Mr. HUGHES, from the Committee on Education, submitted the following

REPORT.

[To accompany H. R. 11250.]

The Committee on Education, to whom was referred H. R. 11250, have considered the same, and submit the following report with the unanimous recommendation of the committee that the bill do pass.

Vocational education as defined in this bill refers to that kind of practical education which is designed to prepare girls and boys for useful employment or occupation. It is especially designed to prepare workers for the more common occupations in which the great mass of our people find useful employment. As here used it means that form of education whose controlling purpose is to give training of a secondary grade to persons over 14 years of age for increased efficiency in useful employment in the trades and industries, in agriculture, in commerce, and commercial pursuits, and in callings based upon a knowledge of home economics.

This proposed legislation is based upon the theory that every occupation may be so filled as to reflect intelligent guidance. The activities are endless. In the trades and industries the work of the carpenter, the mason, the baker, the stonecutter, the electrician, the plumber, the machinist, the toolmaker, the engineer, the miner, the painter, the typesetter, the linotype operator, the shoe cutter and laster, the tailor, the garment maker, the straw-hat maker, the weaver, the glove maker.

In agriculture the work of general farming, orcharding, dairying, poultry raising, truck gardening, horticulture, bee culture, and stock raising.

In commerce and commercial pursuits the work of the bookkeeper, the clerk, the stenographer, the typist, the auditor, and the accountant.

In home economics the work of the dietician, cook, and housemaid, institution manager, and household decorator.

The need of such education is suggested by the census of 1910. According to this census there were 12,659,203 persons in the United

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States, both male and female, engaged in agriculture. While it is impossible to secure accurate figures, it is probable that less than 1 per cent of these have had adequate preparation for farming. This means that there are over 12,000,000 people engaged in agriculture in this country who are not trained to deal with the soil in such a way as to make it produce, through scientific methods, what it should yield in order to sustain the present and future life of this Nation.

Engaged in manufacturing and mechanical pursuits and allied industries there were 14,261,376. It is equally correct to say that not one out of every hundred of these workers have had, or are having at the present time, any adequate chance to secure training.

The American people have hardly begun the work of providing for the practical education of these millions of our wageworkers. In this whole country there are fewer trade schools than are to be found in the little German kingdom of Bavaria, with a population not much greater than that of New York City. There are more workers being trained at public expense in the city of Munich alone than in all the larger cities of the United States, representing a population of more than 12,000,000. It is substantially true that practically every German citizen who could profit by it may receive vocational training for his life work in the schools and classes supported out of the public treasury.

The problem of production in the future must look less and less to the natural resources, which are limited, and must look more and more to the scientific possibilities, which are unlimited. In agriculture our acreage is not to be greatly increased, but our demands will continue to grow. The limitation of production and a constant increase of the demands of consumption is the real problem. We must secure this skilled training, first, to avoid waste in our resources, and, second, to find the new laws of production.

This education is designed to reach at least three sources of waste—

(1) The involuntary idle;
(2) The imperfectly employed; and
(3) The improperly employed.

This bill is designed to increase the efficiency of the wage earner, whether on the farm or in the industries, by insuring an intelligent direction and application of energy in production—an employer will pay more for brawn when directed by brain.

When placed upon the basis of an investment, vocational training is a sane business proposition. We have 25,000,000 persons over 18 years of age at work. If vocational training would augment the income by 10 cents per day, there would be an increase of wealth in the hands of the workers of two and one-half million dollars per day, or three-fourths of a billion dollars per year.

Our country from the first has laid great stress on education. It spends vast sums upon both secondary and higher education. The courses of study in the secondary schools have been so arranged as to lay special emphasis on college entrance.

This aspiration to go up higher is justified and most desirable for both the aspirant and the country, but it is not satisfactory to the great mass who for reasons or without reason fall out and go to work. While our schools are opened freely to every child, their aims and purposes are such that a majority of the children are unable to take advantage of them beyond a certain grade, and hence do not secure at public expense a preparation for their work in life. Although

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here and there we see the beginnings of change, it is still true that the schools are largely planned for the few who prepare for college rather than for the large number who go into industry.

Only half of the children who enter the city elementary schools of the country remain to the final elementary grade, and only 1 in 10 reaches the final year of high school. On the average, 10 per cent of the children have left school at 13 years of age; 40 per cent have left by the time they are 14; 70 per cent by the time they are 15; and 85 per cent by the time they are 16 years of age. On the average the schools carry their pupils as far as the fifth grade, but in some cities great numbers leave below that grade.

If we assume that all children should have a minimum school training equivalent to the eight grades of the elementary school, we must acknowledge that the schools now furnish this minimum to less than half the children who enter them. The rest leave school with inadequate general education and with no special training to fit them for work. Vocational courses are therefore needed to attract and hold in school pupils who now leave because they are unable to obtain suitable preparation for useful employment.

Only a meager percentage of the workers of to-day are trained for their work, and the armies of children going out from school at 14 and 15 years of age annually swell the ranks of the untrained. Whether from necessity or not, the economic fact is that the mass of children go to work as soon as the laws of the various States permit. It is not solely because the children and their parents do not appreciate the value of an education that more than half of the entire number who enter the elementary school do not remain to complete it. It is, at least to some extent, because neither they nor their parents are able to see in the schools of to-day an opportunity for education and training to fit for callings which they must pursue. It is for the States and the Nation, not only to see that these children are prepared for life's battles before they leave school, but to supplement their work by aftertraining in part-time and evening schools, so as to insure them the largest possible opportunity for development in everything that makes for useful and happy citizenship.

The age at which a boy or girl is likely to drop out of school is the adolescent—just the period when he ought not to be allowed to drift because of the inevitable fruits of idleness. At this period the youth is trying to find himself. If he is to become a wage earner, the Nation ought to make it possible for him to easily find his field. It should be his choice rather than his lot. A system of continuation schools ought to be provided so that when the boy takes up some work it does not mean his education must stop. The two should not be alternative, but cooperative. It ought to be so provided that his work is but the application of his schooling. This is made possible by the part time and evening schools, both of which are made feasible by this bill. Under this scheme a boy at work does not mean a boy out of school.

This bill is written upon the theory that the aim of utility in education is not inconsistent with the dignity and culture of training. This proposed legislation rests upon the principle that any piece of work that reflects thoughtfulness in the worker shows in that degree at least the element of culture.

It is sought in this legislation to lessen the sources of social unrest among the masses, by not only giving a dignity to labor but the

opportunity of creative work and a fairly full expression of the worker's ability. In this way a higher standard of living among the workers is a legitimate result to be anticipated.

Vocational education has already been inaugurated in many localities. Most of these efforts have been local, most by individual cities, some by States, as a State activity. But it has a national significance when viewed in the broadest sense and appeals for national aid from various reasons: (1) To help to solve a problem too large to be worked out extensively and permanently save by the whole Nation; (2) to help the States, with their widely varying resources, to carry the cost of giving vocational education and thereby to make this education possible in those States and localities already burdened with the task of meeting the requirements of general education; (3) to equalize among the States the large and unequal task of preparing workers whose tendency to move from State to State is making training for a life work a national as well as a State duty; (4) to give interest and prestige in the States to the work of preparing our youth for useful and productive service.

National grants for agricultural and trade and industrial education are justified: (1) By the urgency of the demand for the effective training of our workers, which the States can not meet in time without Federal encouragement and aid; (2) by the interstate and national character of the problem, due to its nation-wide interest and importance; (3) by abundant precedent, in appropriations by Congress throughout our entire history, for educational purposes, and in cooperation between the Federal Government and the States, where team play was necessary to handling matters that could not be as well handled by the States alone; (4) by the successful results to the Nation as well as to the States of previous grants for educational purposes.

Authority for this legislation is unquestioned. Precedents are numerous, as the following statement indicates:

Total of national grants for education.

[From Monroe's Cyclopedia of Education, article on "National Government of the United States and education."]

Grant and purpose.	Acres granted.	Fund derived from sales.	Probable future income.[1]	Total income.
1. For common schools:				
Sections for schools	81,064,300	$103,000,000	$410,000,000	$513,000,000
Saline grants	900,000	1,000,000		1,000,000
Five per cent of land sales		7,187,316	7,000,000	14,000,000
Surplus revenue		14,000,000		14,000,000
Internal improvement act	5,000,000	6,000,000	8,000,000	14,000,000
Swamp-land grants	45,000,000	15,000,000	2,000,000	17,000,000
Forest reserve per cent		1,000,000	[1] 25,000,000	26,000,000
Total	131,964,300	147,187,316	452,000,000	599,000,000
2. Aid for higher education:				
University grants	3,407,643	5,000,000	27,500,000	32,500,000
Land-grant colleges:				
Grants of land	11,367,832	13,736,178	25,000,000	39,000,000
Experiment station grants		14,000,000	[1] 30,000,000	44,000,000
Laws 1890 and 1907		23,920,000	[1] 62,500,000	86,420,000
Total	14,775,475	56,656,178	145,000,000	[2] 200,920,000

[1] Calculated for 20 years from 1911 at present rate of increase.
[2] These totals are not the correct sums of the items, but are given as shown in the work cited.

Total of national grants for education—Continued.

Grant and purpose.	Acres granted.	Fund derived from sales.	Probable future income.	Total income.
3. Grants for other types of schools:				
Normal schools	1,500,000	$2,500,000	$17,500,000	$20,000,000
Deaf, dumb, and blind	560,000	.....	5,600,000	5,600,000
Reform schools	500,000	.....	5,000,000	5,000,000
Total	2,560,000	2,500,000	28,100,000	30,600,000
4. Summary of grants	149,299,775	206,343,494	[1] 725,100,000	[1] 829,520,000

[1] These totals are not the correct sums of the items, but are given as shown in the work cited.

The bill allows nine years to put the system into full operation, when the maximum appropriation is reached.

The table below gives the appropriations for the purpose by years, the total for each year, and the total grants for 1916 to 1925, inclusive:

Year.	Section 2.	Section 3.	Section 4.	Section 7.	To tal for each year.
	Appropriation for agricultural teachers.	Appropriation for trade and industrial teachers.	Appropriation for training of teachers, etc.	Appropriation for Federal Board of Vocational Education.	
1916–17	$500,000	$500,000	$500,000	$200,000	$1,700,000
1917–18	750,000	750,000	700,000	200,000	2,400,000
1918–19	1,000,000	1,000,000	900,000	200,000	3,100,000
1919–20	1,250,000	1,250,000	1,000,000	200,000	3,700,000
1920–21	1,500,000	1,500,000	1,000,000	200,000	4,200,000
1921–22	1,750,000	1,750,000	1,000,000	200,000	4,700,000
1922–23	2,000,000	2,000,000	1,000,000	200,000	5,200,000
1923–24	2,500,000	2,500,000	1,000,000	200,000	6,200,000
1924–25	3,000,000	3,000,000	1,000,000	200,000	7,200,000
Total	14,250,000	14,250,000	8,100,000	1,800,000	38,400,000

The bill proposes Federal aid in two spheres—payment of salaries of teachers of agricultural subjects and of teachers of trade and industrial subjects and, secondly, appropriation for training of teachers of the foregoing subjects.

Appropriations to the States for the salaries of teachers of agricultural subjects should be in proportion to their rural population, according to the last preceding United States census. This was the plan followed in the Smith-Lever Act in allotting moneys to the States for the teaching of agriculture through farm extension and demonstration work. A precedent has thus been established which the committee believe to be on the whole the most equitable basis of distribution. Appropriation for the salaries of teachers of trade and industrial subjects should be allotted to the States in proportion to their urban population. Since the appropriation for the training of teachers is to be used for the preparation of instructors for home economics as well as for agriculture and the trades and industries, it should be allotted to the States in proportion to their total population.

The three following tables show the sums received by each State from each grant for the fiscal year 1916–17 and the sums they will receive when the increasing appropriations from year to year have reached the largest annual amount, which will be in 1924–25 in the

case of all salaries of teachers, and in 1919–20 in the case of the training of teachers. The fourth table which follows gives the total amounts proposed for each State for all purposes for the first 10 years.

Table showing amounts which each State would receive for the salaries of teachers, supervisors, or directors of agricultural subjects.

[Allotments in proportion to the total rural population according to the last preceding United States census. Each State is guaranteed not less than $5,000 for each year prior to the close of the fiscal year 1922–23, and not less than $10,000 for each year thereafter.] [1]

State.	Rural population.		Allotment, 1916–17.	Maximum allotment, 1924–25.	Special allotment to guarantee $5,000 to each State in 1916–17.[2]	Special allotment to guarantee $10,000 to each State in 1923–24.[2 3]
	Number, 1910.	Percentage distribution.				
Alabama	1,767,662	3.58	$17,900	$107,400		
Arizona	141,094	.29	1,450	8,700	$3,550	$2,750
Arkansas	1,371,768	2.78	13,900	83,400		
California	907,810	1.84	9,200	55,200		
Colorado	394,184	.80	4,000	24,000	1,000	
Connecticut	114,917	.23	1,150	6,900	3,850	4,250
Delaware	105,237	.21	1,050	6,300	3,950	4,750
Florida	533,529	1.08	5,400	32,400		
Georgia	2,070,471	4.20	21,000	126,000		
Idaho	255,696	.52	2,600	15,600	2,400	
Illinois	2,161,662	4.38	21,900	131,400		
Indiana	1,557,041	3.16	15,800	94,800		
Iowa	1,544,717	3.13	15,650	93,900		
Kansas	1,197,159	2.43	12,150	72,900		
Kentucky	1,734,463	3.51	17,550	105,300		
Louisiana	1,159,872	2.35	11,750	70,500		
Maine	360,928	.73	3,650	21,900	1,350	
Maryland	667,154	1.29	6,450	38,700		
Massachusetts	241,049	.49	2,450	14,700	2,550	
Michigan	1,483,129	3.01	15,050	90,300		
Minnesota	1,225,414	2.48	12,400	74,400		
Mississippi	1,589,803	3.22	16,100	96,600		
Missouri	1,894,518	3.84	19,200	115,200		
Montana	242,633	.49	2,450	14,700	2,550	
Nebraska	881,362	1.79	8,950	53,700		
Nevada	68,508	.14	700	4,200	4,300	6,500
New Hampshire	175,473	.36	1,800	10,800	3,200	1,000
New Jersey	623,957	1.28	6,400	38,400		
New Mexico	280,770	.56	2,800	16,800	2,200	
New York	1,928,120	3.91	19,550	117,300		
North Carolina	1,887,813	3.83	19,150	114,900		
North Dakota	513,820	1.04	5,200	31,200		
Ohio	2,101,978	4.25	21,250	127,500		
Oklahoma	1,337,000	2.71	13,550	81,300		
Oregon	365,705	.74	3,700	22,200	1,300	
Pennsylvania	3,014,412	6.15	30,750	184,500		
Rhode Island	17,956	.04	200	1,200	4,800	9,000
South Carolina	1,290,568	2.62	13,100	78,600		
South Dakota	507,215	1.03	5,150	30,900		
Tennessee	1,734,744	3.53	17,650	105,900		
Texas	2,958,438	5.99	29,950	179,700		
Utah	200,417	.40	2,000	12,000	3,000	
Vermont	187,013	.38	1,900	11,400	3,100	500
Virginia	1,585,083	3.21	16,050	96,300		
Washington	536,460	1.09	5,450	32,700		
West Virginia	992,877	2.01	10,050	60,300		
Wisconsin	1,329,540	2.69	13,450	80,700		
Wyoming	102,744	.21	1,050	6,300	3,950	4,750
Total, United States.	49,348,883	100.00	500,000	3,000,000	47,050	33,500

[1] The amounts are based on the census of 1910. They would, of course, be changed somewhat by the census of 1920, for all allotments after that year.

[2] Since the total appropriation to the States is increasing each year, the amount of the special allotment to the smaller States necessary to guarantee $5,000 annually and $10,000 annually will, of course, decrease each year.

[3] Based on the apportionment of $2,500,000.

Table showing amount which each State would receive for the training of teachers under the proposed legislation.

[Allotments in proportion to total population according to the last preceding United States census. Each State is guaranteed not less than $5,000 for each year prior to the close of the fiscal year 1919 and $10,000 for each year thereafter.][1]

State.	Population.		Allotment, 1916–17.	Maximum allotment, 1919–20, and annually thereafter.	Special allotment to guarantee $5,000 to each State in 1916–17.[2]	Special allotment to guarantee $10,000 to each State beginning 1919–20.[2 3]
	Number.	Percentage distribution.				
Alabama	2,138,093	2.32	$11,600	$23,200		
Arizona	204,354	.22	1,100	2,200	$3,900	$7,800
Arkansas	1,574,449	1.71	8,550	17,100		
California	2,377,549	2.58	12,900	25,800		
Colorado	799,024	.87	4,350	8,700	650	1,300
Connecticut	1,114,756	1.21	6,050	12,100		
Delaware	202,322	.22	1,100	2,200	3,900	7,800
District of Columbia	331,069	.36				
Florida	752,619	.82	4,100	8,200	900	1,800
Georgia	2,609,121	2.84	14,200	28,400		
Idaho	325,594	.35	1,750	3,500	3,250	6,500
Illinois	5,638,591	6.13	30,650	61,300		
Indiana	2,700,876	2.94	14,700	29,400		
Iowa	2,224,771	2.42	12,100	24,200		
Kansas	1,690,949	1.84	9,200	18,400		
Kentucky	2,289,905	2.49	12,450	24,900		
Louisiana	1,656,388	1.80	9,000	18,000		
Maine	742,371	.81	4,050	8,100	950	1,900
Maryland	1,295,346	1.41	7,050	14,100		
Massachusetts	3,366,416	3.66	18,300	36,600		
Michigan	2,810,173	3.05	15,250	30,500		
Minnesota	2,075,708	2.26	11,300	22,600		
Mississippi	1,797,114	1.95	9,750	19,500		
Missouri	3,293,335	3.58	17,900	35,800		
Montana	376,053	.41	2,050	4,100	2,950	5,900
Nebraska	1,192,214	1.30	6,500	13,000		
Nevada	81,875	.09	450	900	4,550	9,100
New Hampshire	430,572	.47	2,350	4,700	2,650	5,300
New Jersey	2,537,167	2.76	13,800	27,600		
New Mexico	327,301	.36	1,800	3,600	3,200	6,400
New York	9,113,614	9.91	49,550	99,100		
North Carolina	2,206,287	2.40	12,000	24,000		
North Dakota	577,056	.63	3,150	6,300	1,850	3,700
Ohio	4,767,121	5.18	25,900	51,800		
Oklahoma	1,657,155	1.80	9,000	18,000		
Oregon	672,765	.73	3,650	7,300	1,350	2,700
Pennsylvania	7,665,111	8.33	41,650	83,300		
Rhode Island	542,610	.59	2,950	5,900	2,050	4,100
South Carolina	1,515,400	1.65	8,250	16,500		
South Dakota	583,888	.63	3,150	6,300	1,850	3,700
Tennessee	2,184,789	2.37	11,850	23,700		
Texas	3,896,542	4.24	21,200	42,400		
Utah	373,351	.41	2,050	4,100	2,950	5,900
Vermont	355,956	.39	1,950	3,900	3,050	6,100
Virginia	2,061,612	2.24	11,200	22,400		
Washington	1,141,990	1.24	6,200	12,400		
West Virginia	1,221,119	1.33	6,650	13,300		
Wisconsin	2,333,860	2.54	12,700	25,400		
Wyoming	145,965	.16	800	1,600	4,200	8,400
Total, United States.	91,972,266	100.00	500,000	1,000,000	44,200	88,400

[1] The amounts are based on the census of 1910. They will, of course, be changed somewhat by the census of 1920 for all allotments after that year.

[2] Since the total appropriation to the States is increasing each year, the amount of the special allotment to the smaller States necessary to guarantee $5,000 annually and $10,000 annually will, of course, decrease each year.

[3] Based on the apportionment of $1,000,000.

Table showing amount which each State would receive for the salaries of teachers of trade and industrial subjects under the proposed legislation.

[Allotments in proportion to the total urban population, according to the last preceding United States census. Each State is guaranteed not less than $5,000 for each year prior to the close of the fiscal year 1922–23, and not less than $10,000 for each year thereafter.] [1]

State.	Urban population.		Allotment, 1916–17.	Maximum allotment, 1924–25.	Special allotment to guarantee $5,000 to each State in 1916–17.[2]	Special allotment to guarantee $10,000 to each State beginning 1923–24.[2 3]
	Number.	Percentage distribution.				
Alabama	370,431	0.87	$4,350	$26,100	$650	
Arizona	61,260	.15	750	4,500	4,250	$6,250
Arkansas	202,681	.48	2,400	14,400	2,600	
California	1,469,779	3.45	17,250	103,500		
Colorado	404,840	.95	4,750	28,500	250	
Connecticut	999,859	2.35	11,750	70,500		
Delaware	97,085	.23	1,150	6,900	3,850	4,250
District of Columbia	331,069	.78				
Florida	219,080	.51	2,550	15,300	2,450	
Georgia	538,650	1.26	6,300	37,800		
Idaho	69,898	.16	800	4,800	4,200	6,000
Illinois	3,476,929	8.16	40,800	244,800		
Indiana	1,143,835	2.68	13,400	80,400		
Iowa	680,054	1.60	8,000	48,000		
Kansas	494,790	1.16	5,800	34,800		
Kentucky	555,442	1.30	6,500	39,000		
Louisiana	496,516	1.16	5,800	34,800		
Maine	381,142	.89	4,500	27,000	500	
Maryland	658,192	1.54	7,700	46,200		
Massachusetts	3,125,267	7.33	36,650	219,900		
Michigan	1,327,044	3.11	15,550	93,300		
Minnesota	850,294	1.99	9,950	59,700		
Mississippi	207,311	.49	2,450	14,700	2,550	
Missouri	1,398,817	3.28	16,400	98,400		
Montana	133,420	.31	1,550	9,300	3,450	2,250
Nebraska	310,852	.73	3,650	21,900	1,350	
Nevada	13,367	.03	150	900	4,850	9,250
New Hampshire	255,099	.60	3,000	18,000	2,000	
New Jersey	1,907,210	4.47	22,350	134,100		
New Mexico	46,571	.11	550	3,300	4,450	7,250
New York	7,185,494	16.86	84,300	505,800		
North Carolina	318,474	.75	3,750	22,500	1,250	
North Dakota	63,236	.15	750	4,500	4,250	6,250
Ohio	2,665,143	6.25	31,250	187,500		
Oklahoma	320,155	.75	3,750	22,500	1,250	
Oregon	307,060	.72	3,600	21,600	1,400	
Pennsylvania	4,630,669	10.86	54,300	325,800		
Rhode Island	524,654	1.23	6,150	36,900		
South Carolina	224,852	.53	2,650	15,900	2,350	
South Dakota	76,673	.18	900	5,400	4,100	5,500
Tennessee	441,015	1.03	5,150	30,900		
Texas	938,101	2.20	11,000	66,000		
Utah	172,934	.41	2,050	12,300	2,950	
Vermont	168,943	.40	2,000	12,000	3,000	
Virginia	476,529	1.12	5,600	33,600		
Washington	605,550	1.42	7,100	42,600		
West Virginia	228,212	.54	2,700	16,200	2,300	
Wisconsin	1,004,320	2.36	11,800	70,800		
Wyoming	43,221	.10	500	3,000	4,500	7,500
Total, United States.	42,623,383	100.00	500,000	3,000,000	64,750	54,500

[1] The amounts are based on the census of 1910. They would, of course, be changed somewhat by the census of 1920 for all allotments after that year.

[2] Since the total appropriation to the State is increasing each year, the amount of the special allotment to the smaller States necessary to guarantee $5,000 annually and $10,000 annually will, of course, decrease each year.

[3] Based on the apportionment of $2,500,000.

Total amount to be disbursed as national grants for vocational education during years ending June 30, 1917 to 1926.

[The totals for United States are somewhat in excess of the sums for the 48 States, because while the allotments are based on the total population of the United States no rappropriation is provided for the District of Columbia.]

State.	1917	1918	1919	1920	1921
Alabama	$34,500	$49,615	$65,380	$78,825	$89,950
Arizona	15,000	15,000	15,000	20,000	20,000
Arkansas	27,450	37,820	48,490	57,850	66,000
California	39,350	57,735	76,120	91,825	105,150
Colorado	15,000	19,215	25,380	31,875	36,250
Connecticut	22,800	31,095	39,390	46,475	52,350
Delaware	15,000	15,000	15,000	20,000	20,000
Florida	15,400	18,810	23,280	29,875	33,850
Georgia	41,500	60,830	80,160	96,650	110,300
Idaho	15,000	15,000	15,200	21,500	22,800
Illinois	93,350	136,905	180,570	218,050	249,400
Indiana	43,900	64,380	84,860	102,400	117,000
Iowa	35,750	52,415	69,080	83,325	95,150
Kansas	27,150	39,805	52,460	63,225	72,250
Kentucky	36,500	53,505	70,510	85,025	97,050
Louisiana	26,550	38,925	51,300	61,875	70,650
Maine	15,000	17,895	23,790	30,375	34,450
Maryland	21,200	31,095	40,990	49,475	56,550
Massachusetts	59,950	85,595	111,240	134,350	153,900
Michigan	45,850	67,250	88,650	107,000	122,300
Minnesota	33,650	49,345	65,040	78,475	89,650
Mississippi	30,850	42,800	54,750	65,875	75,150
Missouri	53,500	78,400	103,420	124,800	142,600
Montana	15,000	15,000	15,000	21,125	22,350
Nebraska	20,450	28,000	36,900	44,500	50,800
Nevada	15,000	15,000	15,000	20,000	20,000
New Hampshire	15,000	15,000	16,000	22,500	24,400
New Jersey	43,550	62,445	82,340	99,475	113,850
New Mexico	15,000	15,000	15,600	22,000	23,400
New York	153,400	225,145	296,890	358,725	410,650
North Carolina	36,150	51,150	67,400	81,250	92,700
North Dakota	15,200	17,800	21,070	28,000	30,600
Ohio	78,400	115,010	151,620	183,050	209,300
Oklahoma	27,550	38,550	50,800	61,250	69,900
Oregon	15,000	16,060	21,170	28,250	31,900
Pennsylvania	126,700	185,885	245,070	295,925	338,450
Rhode Island	16,150	19,225	22,610	30,375	33,450
South Carolina	26,350	36,200	46,350	55,875	63,750
South Dakota	15,150	17,725	20,970	27,875	30,450
Tennessee	34,650	50,790	66,930	80,700	92,100
Texas	62,150	91,105	120,060	144,775	165,250
Utah	15,000	15,000	15,000	20,125	22,150
Vermont	15,000	15,000	15,000	20,000	21,700
Virginia	32,850	48,155	63,460	76,525	87,350
Washington	18,750	27,505	36,260	43,775	50,050
West Virginia	21,700	29,385	37,470	45,175	51,550
Wisconsin	37,950	55,655	73,360	88,525	101,150
Wyoming	15,000	15,000	15,000	20,000	20,000
Total, United States	1,656,000	2,307,740	2,977,880	3,632,400	4,125,300

Total amount to be disbursed as national grants for vocational education during years ending June 30, 1917 to 1926—Concluded.

State.	1922	1923	1924	1925 and 1926 each.	Total for 10 years.
Alabama	$101,075	$112,200	$134,450	$156,700	$979,395
Arizona	20,075	29,800	30,000	30,000	215,875
Arkansas	74,150	82,300	98,600	114,900	722,160
California	118,375	131,600	158,050	184,500	1,147,305
Colorado	40,625	45,000	53,750	62,500	392,045
Connecticut	58,225	64,100	80,850	92,600	580,485
Delaware	20,000	20,000	30,000	30,000	215,000
Florida	37,825	41,800	49,750	57,700	366,020
Georgia	123,950	137,600	164,900	192,200	1,200,290
Idaho	24,100	25,400	33,000	35,600	243,200
Illinois	280,750	312,100	374,800	477,500	2,720,980
Indiana	131,600	146,200	175,400	204,600	1,274,940
Iowa	106,975	118,800	142,450	166,100	1,036,145
Kansas	81,225	90,200	108,150	126,100	786,715
Kentucky	109,075	121,100	145,150	169,200	1,056,315
Louisiana	79,425	88,200	105,750	123,300	769,275
Maine	38,525	42,600	50,750	58,900	370,985
Maryland	63,625	70,700	84,850	99,000	616,485
Massachusetts	173,450	193,000	232,100	271,200	1,685,985
Michigan	137,600	152,900	183,500	214,100	1,333,250
Minnesota	90,825	112,000	134,350	156,700	966,735
Mississippi	84,425	93,700	112,250	130,800	821,400
Missouri	160,400	178,200	213,800	249,400	1,553,980
Montana	24,000	26,000	32,250	34,700	240,125
Nebraska	57,100	63,400	76,000	88,600	554,350
Nevada	20,000	20,000	30,000	30,000	215,000
New Hampshire	26,800	29,200	35,000	38,800	261,500
New Jersey	128,225	142,600	171,350	200,100	1,244,035
New Mexico	21,800	26,200	34,000	36,800	249,600
New York	462,575	514,500	618,350	722,200	4,484,635
North Carolina	104,150	115,600	138,500	161,400	1,009,700
North Dakota	33,200	35,800	46,000	51,200	330,070
Ohio	235,550	261,800	314,300	366,800	2,282,630
Oklahoma	78,550	87,200	104,500	121,800	761,900
Oregon	35,550	39,200	46,500	53,800	341,230
Pennsylvania	380,975	423,500	508,550	593,600	3,692,255
Rhode Island	36,525	39,600	50,750	56,900	362,485
South Carolina	71,625	79,500	95,250	111,000	696,900
South Dakota	33,025	35,600	45,750	50,900	328,345
Tennessee	103,500	114,900	137,700	160,500	1,002,270
Texas	185,725	206,200	247,150	288,100	1,798,615
Utah	24,175	26,200	30,250	34,300	236,500
Vermont	23,650	25,600	30,000	33,400	232,750
Virginia	98,175	109,000	130,650	152,300	950,765
Washington	56,325	62,600	75,150	87,700	545,815
West Virginia	57,925	64,300	77,050	89,800	564,155
Wisconsin	113,775	126,400	151,650	176,900	1,102,265
Wyoming	20,000	20,000	30,000	30,000	215,000
Total, United States	4,619,450	5,114,600	6,176,400	7,162,200	44,934,170

A further statement of the needs of Federal aid will be found in Chapter II, pages 30–39, of the Report of the Commission on National Aid to Vocational Education.

A fairly full discussion of the kinds of vocational education proposed in this bill will be found in Chapter III, pages 40–54, in the same report.

The basis upon which the Federal aid is to be granted is fully stated in the report in Chapter IV, pages 55–61.

The extent to which Government should go is fully set out in Chapter V, pages 62–69.

The conditions which must be met are discussed in Chapter VI, pages 70–77.

A brief statement of what the bill proposes is as follows:

I. SCOPE OF THE GRANTS.

1. That national grants be given to the States for the purpose of stimulating vocational education in agriculture and in the trades and industries.

2. That grants be given in two forms—

(*a*) For the training of teachers of agricultural, trade and industrial, and home economics subjects.

(*b*) For the paying of part of the salaries of teachers, supervisors, and directors of agricultural subjects and of teachers of trade and industrial subjects.

3. That appropriations be made to a Federal board for making studies and investigations which shall be of use in vocational schools.

II. AMOUNT OF THE GRANTS.

1. For the salaries of teachers, supervisors, and directors of agricultural subject: That there be appropriated to the States the sum of $500,000 for the fiscal year 1916–17; this amount to be increased at the rate of $250,000 a year until a total of $2,000,000 is reached in the fiscal year 1922–23, and thereafter the annual increase to be at the rate of $500,000 a year until a total maximum appropriation of $3,000,000 is reached in 1924–25.

2. For the salaries of teachers of trade and industrial subjects: That there be appropriated to the States the sum of $500,000 for the fiscal year 1916–17; this annual amount being increased for each subsequent year in the same manner as the grants for the teachers of agricultural subjects until the same maximum of $3,000,000 is reached in 1924–25.

3. For the training of teachers of agricultural, trade and industrial, and home economics subjects: That there be appropriated to the States the sum of $500,000 for the fiscal year 1916–17, $700,000 for the fiscal year 1917–18, $900,000 for the fiscal year 1918–19, $1,000,000 for the fiscal year 1919–20, and annually thereafter.

4. For the work of the Federal Bureau for Vocational Education: That there be appropriated $200,000 annually, this money to be used in administering the grants to the States and in furnishing information and advice to the States for use in vocational schools and classes.

The maximum in each case above is continued annually thereafter.

III. KINDS OF SCHOOLS AIDED BY GRANTS.

1. That the schools aided in part by the National Government should be schools under public supervision or control.

2. That the education given in these schools should be of less than college grade.

3. That they should be designed to prepare boys and girls over 14 years of age for useful or profitable employment in agriculture and in the trades and industries.

4. That the schools should be of three types in order to meet a variety of needs:

(*a*). All-day schools in which practically half of the time should be given to actual practice for a vocation on a useful or productive basis.

(*b*). Part-time schools for young workers over 14 years of age, which should extend either their vocational knowledge or give preparation for entrance to a vocation or extend the general civic or vocational intelligence of the pupils.

(*c*). Evening schools to extend the vocational knowledge for mature workers over 16 years of age.

IV. ADMINISTRATION.

1. That the States, in order to receive national grants for vocational education, designate or create State boards, through whom the National Government would deal: the determination of such boards to be left entirely to the States.

2. That a Federal board be created, consisting of the Commissioner of Education, who shall be chairman of the board, and four associate members, to be appointed by the President, to administer the funds and to cooperate with the States in promoting vocational education.

V. CONDITIONS.

1. That the Federal statute providing for national grants to the States for vocational education set up conditions safeguarding the proper expenditure of the money for the purposes designed and insuring a minimum degree of efficiency in the work.

2. That the States, through their legislative authorities, formally accept the conditions of the Federal statute providing national grants.

3. That the States provide for the proper custody and disbursement of the Federal grants allotted to them.

4. That the State board, with the approval of the Federal Board for Vocational Education, formulate plans for the administration of the grants in conformity with the provisions of the Federal statute, and establish minimum requirements for the State as to the qualification of teachers and the equipment of schools.

5. That for each dollar paid from Federal grants allotted to any State for the salaries of vocational teachers, or for the training of vocational teachers, the State or local community, or both, shall expend an equal amount for the same purpose, and shall in addition meet all other costs of plant, equipment, and maintenance, including the salaries of all teachers necessary to complete well-rounded courses of instruction.

6. That the State receive its allotment annually so long as it uses the funds allotted to it in conformity with the purposes and provisions of the Federal statute. Payment on allotments shall be made quarterly.

For a more comprehensive statement we recommend an examination of the Report and Hearings of the Commission on National Aid to Vocational Education created by the Sixty-third Congress.

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